



# The OPI Team Working in Your School and Community

The **School Improvement Grant (SIG) program** requires schools to receive ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization. In Montana, schools are receiving assistance and support from the Office of Public Instruction. To further satisfy the requirements set forth by the SIG program, the OPI created a team of 4 coaches – Community Liaison, Instructional Leader, School Board Coach, and Transitional Leader – to work with each school and community to support grant’s aims at improving our schools and students’ academic performance.

The **Community Liaison** is responsible for the area of SIG requirements that calls for community-oriented schools by providing ongoing mechanisms for student, family and community engagement. The duties of the Community Liaison are:

- Provide technical assistance and support to schools, school boards, administrators, staff, and stakeholders in the areas of youth engagement and well-being, school climate, and community involvement
- Assist in the analysis and development of a positive, enriching school climate
- Assist with the assessment and data collection of student/community perceptions
- Support advocacy efforts that encourage school districts to adopt and implement comprehensive youth-school-community policies
- Build awareness and educate the community leaders, educators, and the general public about youth-school-community engagement activities, and motivate them to get involved
- Collaborate and build productive partnerships with specialists, outside partners, and civic groups to determine community needs and the availability of services, and develop goals for meeting those needs
- Establish and maintain cooperative working relationships with teachers, school administrators, students, youth councils, school boards, educational associations, state and federal agencies, and the general public – provide support and build capacity among these entities and individuals to engage with families and students at the highest levels
- Represent student and community voice in all meetings and decisions

The **Instructional Leader** is responsible for the areas of SIG requirements that call for schools to develop and increase teacher effectiveness, use comprehensive instructional reform strategies, increase learning time, and create community-oriented schools. The duties of the Instructional Leader are:

- Ensure teaching and learning opportunities are enhanced and maximized to ensure student growth at all times

- Conduct needs assessment of school districts, teachers, administrators, and curriculum
- Develop, direct, manage, and/or supervise all aspects of improving instructional strategies across a broad range of professional areas, including language arts and math
- Facilitate and build capacity of program design, evaluation, and implementation
- Establish criteria, process, and procedures to develop classroom assessments (formative assessments) in a broad range of curriculum/content areas in consultation with the curriculum/content specialists of those areas
- Identify professional development needs, develop training modules, and codify and promote model lessons and instructional practices
- Focus on differentiated instruction/Response to Intervention (RtI), alignment of curriculum, and using data to inform instruction

The **School Board Coach** is responsible for the areas of SIG requirements that call for schools to develop and increase teacher and school leader effectiveness, increase learning time, create community-oriented schools, and provide operational flexibility and support. The duties of the School Board Coach are:

- Conduct an initial/ongoing assessment of board needs through one-on-one interviews with each board member and appropriate school and district staff
- Identify structures that will help increase board engagement in increasing student achievement through:
  - Creating a trusting environment
  - Establishing a shared vision and high expectations
  - Creating a collaborative culture
  - Embedding continuous improvement and support in all policy and decision making
- Attend monthly board meetings and build capacity among trustees and administration with development and implementation of board agendas
- Develop capacity of board members through resources/information, targeted professional development and training sessions
- Increase capacity around operations, including financial health and budgeting.

The **Transformation Leader** is responsible for the areas of SIG requirements that call for schools to develop and increase teacher and administrator effectiveness, use comprehensive instructional reform strategies, increase learning time, create community-oriented schools, and provide operational flexibility and support. The duties of the Transformation Leader are:

- Ensure teaching and learning opportunities are enhanced and maximized to ensure student growth at all times
- Coordinate, organize, schedule, implement, and monitor the activities of the local School Improvement Team, the District Action Plan and the overall functions of the SIG Grant in coordination with the SIG School Transformation Director and other OPI staff

- Research, collect, analyze, manage, and report scholastic review data, school improvement activities, professional development practices, as well as methods to improve overall school administration functions
- Support local education agencies and their efforts to use accountability data to evaluate school performance and identify areas in need of improvement
- Coordinate with educational professionals, institutions, and technical advisors to support school improvement process
- Identify professional development needs of school and district leaders and develop/support leadership capacity within the district
- Align planning and implementation between Title I initiatives and improvement efforts for overall school improvement – e.g., Special Education, Early Reading First, Five-Year Comprehensive Education Plans, Montana Behavioral Initiative, etc.
- Develop project objectives and activities that require interagency coordination/collaboration and partners

The **Wraparound Facilitators** are responsible for engaging tribal youth and families to provide them with the opportunity to use the wraparound process. The wraparound process is a way to improve the lives of children with complex needs and their families. It is not a program or a type of service. The process is used by communities to support children with complex needs and their families by developing individualized plans of care. The key characteristics of the process are that the plan is developed by a family centered team, is individualized based on the strengths and culture of the child and their family, and is needs rather than services driven.

The duties of the Wraparound Facilitator are:

- Participate in wrap around facilitator training and certification process.
- Provide wrap around facilitation for identified youth, maintaining a caseload of at least 8 families.
- Support and mentor families and youth who wish to participate in the wrap around process.
- Work with Caring Schools Coordinator to assist families and youth receiving services or in need of mental health services to connect with each other and to develop a support network in the wrap around process.
- Contact individual family members to provide information as requested about resources available or to listen to complaints/concerns about their experience with wraparound process. Work with Caring Schools Coordinator to assist in developing written guidance for families, youth and relevant stakeholders in schools and in the community to navigate the mental health system.
- Collaborate with school staff (e.g. school counselors, school psychologists, etc) to embed the wraparound process in the systems and structures of the school to support youth with mental health needs. Work with Caring Schools Coordinator, school administrators and other OPI staff to identify other training needs and recommend ways to address these as related to overall wrap around process.
- Provide informational training sessions for school staff about mental health and the wrap around process as needed.

- Work with Caring Schools Coordinate to provide recommendations to schools, child serving partner agencies and programs, tribal entities, providers of mental health services, and others about strategies for meaningful family and youth involvement in wraparound services and integrated school-based mental health. Assist with school, tribal, provider and agency training, conferences, meetings to increase the understanding of providers about the family's and youth's perspective and how to improve partnerships with family members and improve positive outcomes for youth.